(b) whether it is also a fact that quantity has diluted the quality;

(c) if so, whether it would be a deplorable situation;

(d) the proposals to check this kind of deficiency in quality education on account of mushrooming growth of engineering institutions in private sector; and

(e) whether it will be well founded to go for increasing seats in I.I.Ms and 1.1.Ts?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (MD. ALI ASHRAF FATMI): (a) to (e) According to the All India Council for Technical Education (AICTE), the engineering graduates passing out from the approved technical institutions are well worthy for multinational companies. It is also not true that the quantity has diluted the quality as the Council grants approval for establishment of new engineering institutions/extension of approval for existing institutions only to those who fulfil the norms and standards of the Council. The engineering institutions are growing in quantity to meet the demands of engineering graduates in the market. The Council conducts scheduled and surprise inspections in technical institutions to ensure maintenance and compliance of norms and standards prescribed by them.

It is a fact that the demand for management and engineering education in the premier institutions is on the increase and the Government has been encouraging IIMs and NTs to increase the intake of students in these institutes.

Girl drop-outs from primary to secondary level

1968. SHRIMATI PREMA CARIAPPA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that the average drop-out from primary to secondary level of education is higher for girls as compared to boys;

(b) if so, the State-wise details of the average drop-out; and

(c) the steps Government are taking to minimise the drop-out percentage, particularly for girls?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI MD. ALI ASHRAF FATMI): (a) and (b) A Statement giving State-wise, gender-wise average drop-out rates for the year 2003-04 for classes l-VIII and l-X, is given in the enclosed Statement (see below). Information regarding the number of children who pass class VIII and are admitted in class IX is not available. However, the Statement reveals that the average drop-out rate at all India level among girls is slightly higher than the total drop out rates at elementary (classes l-VIII) and secondary stages (classes l-X). However, it differs from State to State.

(c) A multi-pronged approach has been adopted under SSA for reducing drop-out rates. One set of interventions relates to strengthening of primary and upper primary schools and improving the quality of education through improvement in school infrastructure, recruitment of additional teachers, annual school grants, regular training of teachers, introduction of teaching practices that make class rooms more joyful and attractive, regular academic support to teachers etc. One other hand, several interventions aim at improving the demand for schooling through community mobilization, special interventions for enrolment and retention of vulnerable groups of children including girls and children of weaker sections. Measures are also being undertaken to strengthen the accountability of the schools system towards parents and the community. The Mid-Day Meal Scheme that provides a cooked meal to all children of primary schools and alternative education centers has also helped in checking drop-out rates.

Free textbooks are provided to all girls up to the elementary stage. Under the National Programme for Education of Girls of the Elementary Level (NPEGEL) additional resources are provided to 3164 educationally backward blocks for interventions of community mobilization, bridge course for out-of-school girls, strengthening of model cluster schools, gender sensitization of teachers, etc. to promote retention of girls in primary and upper primary schools.

A scheme for strengthening girls' hostel was started in 1993-94. Under this scheme, financial assistance is given to NGOs for managing hostels for-girl students of classes VI-XII.

Statement

State-wise drop-out rates during 2003-04 in classes l-VIII and l-X

SI. No	States/UTs	Classes l-VIII			Classes l-X		
		Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8
1.	Andhra Pradesh	57.93	61.78	59.79	65.08	68.53	66.70
2.	Arunachal Pradesh	64.38	62.46	63.52	71.40	73.02	72.09
3.	Assam	69.54	72.41	70.81	75.07	74.57	74.84
4.	Bihar	77.00	79.62	78.03	80.97	85.36	82.58
5.	Chhattisgarh*	-	-	-	-	-	
6.	Goa	6.15	12.91	9.43	37.64	38.26	37.94
7.	Gujarat	45.09	49.48	46.94	62.38	63.96	63.05
8.	Haryana	19.03	23.92	21.26	19.37	34.85	26.54
9.	Himachal Pradesh	13.29	15.32	14.28	31.85	33.03	32.42
10.	J&K	51.26	41.87	47.49	60.51	59.93	60.26
11.	Jharkhand*	-	-	-	-	-	
12.	Karnataka	50.29	50.94	50.59	59.67	61.16	60.38
13.	Kerala	-12.55	-6.40	-9.54	12.13	4.88	8.58
14.	Madhya Pradesh	44.41	49.99	46.81	58.97	70.29	63.81
15.	Maharashtra	30.71	36.01	33.25	50.22	54.11	52.06
16.	Manipur	31.52	29.59	30.61	51.55	46.11	49.02
17.	Meghalaya	70.67	71.59	71.13	83.52	82.95	83.24
18.	Mizoram	65.18	63.08	64.19	72.08	67.18	69.74
19.	Nagaland	46.76	42.73	44.83	71.85	72.10	71.97
20.	Orissa	64.58	57.51	61.72	66.13	62.59	64.72
21.	Punjab	35.13	35.26	35.19	42.57	44.42	43.45
22.	Rajasthan	64.64	73.87	68.50	71.63	81.78	75.47
23.	Sikkim	76.63	69.62	73.29	81.80	79.71	80.82
24.	Tamil Nadu	25.35	24.92	25.15	60.81	56.45	58.82
25.	Tripura	62.64	66.10	64.29	74.77	73.78	74.31
26.	Uttar Pradesh	44.965	39.48	42.84	40.75	49.42	44.10
27.	Uttaranchal*	-	-	-	-	-	
28.	West Bengal	62.72	64.92	63.77	76.37	84.44	80.24
29.	A & N Islands	18.67	19.07	18.86	53.44	47.67	50.68

1	2	3	4	5	6	7	8
30.	Chandigarh	-1.23	-2.91	-2.03	14.57	9.27	12.13
31.	D & N Haveli	35.81	56.61	45.24	70.97	74.31	72.48
32.	Daman & Diu	12.05	23.14	17.36	50.29	50.62	50.45
33.	Delhi	26.43	29.02	27.71	44.12	48.56	46.30
34.	Lakshadweep	-1.35	11.66	4.90	47.51	36.53	42.24
35.	Pondicherry	-3.20	-6.11	-4.60	25.72	20.04	22.96
	India:	51.85	52.92	52.32	60.98	64.92	62.69

*Drop-out rates are shown combined with the respective parent State.

Assessment of Sarva Shiksha Abhiyan

†1969. SHRI JANESHWAR MISHRA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether success of Sarva Shiksha Abhiyan has been reviewed since its inception;

(b) if so, the findings thereof alongwith the shortcomings found in the same;

(c) the steps being taken to ensure that the targets set under Sarva Shiksha Abhiyan are achieved;

(d) whether Government have been receiving complaints to this effect that the amount allocated under this programme is not being utilised in appropriate manner and the said programme has failed to achieve its desired targets; and

(e) if so, the monitoring mechanism developed for the same so that the amount earmarked for this programme is utilised for it only?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI D. PURANDESWARI): (a) to (e) A Review Mission consisting of independent experts reviews the progress of Sarva Shiksha Abhiyan (SSA) every six months. The last review was held between 17-27 July, 2006 which has expressed satisfaction at the remarkable progress in increasing access and narrowing gender and social gaps in SSA, wherein the country is fast approaching near universal enrolment at primary stage. The review has noted that drop-out rates are declining and recommended that SSA needs to continue to improve retention and quality of instruction.

† Original notice of the question was received in Hindi.